DOCUMENT RESUME

ED 364 100 FL 021 677

TITLE	Guidelines for Coordination of Special Program Services to Students of Limited English Proficiency.
INSTITUTION	Illinois State Board of Education, Springfield.
PUB DATE	Jul 93
NOTE	30p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; *Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; *English (Second Language); Federal Legislation; Gifted; High Risk Students; *Limited English Speaking; Mission Statements; Preschool Education; *Program Administration; Program Design; Special Education; State Standards; Statewide Planning; *Transitional Programs; Vocational Education
IDENTIFIERS	Elementary Secondary Education Act Title I; *Illinois

ABSTRACT

The guidelines specify principles and procedures for coordinating special services to members of Illinois' limited-English-proficient (LEP) school-age population, including transitional bilingual education and other transitional instructional programs, with other service areas. The first section presents the state board of education's vision statement, mission statement, and goals for public schools. Subsequent sections present guidelines for (1) integration and coordination of services to educationally disadvantaged children (Chapter 1 of Title I of the Elementary and Secondary Education Act); (2) integration and coordination with gifted education services; (3) integration and coordination with special education; coordination of vocational education programs for LEP students; (4) and integration and coordination with the Illinois pre-kindergarten at-risk program. The final section offers answers to common questions about coordination of services to the LEP population, including procedures for equalizing access to special programs, the responsibilities of school districts, and referral stages requiring parental involvement or consent. (MSE)

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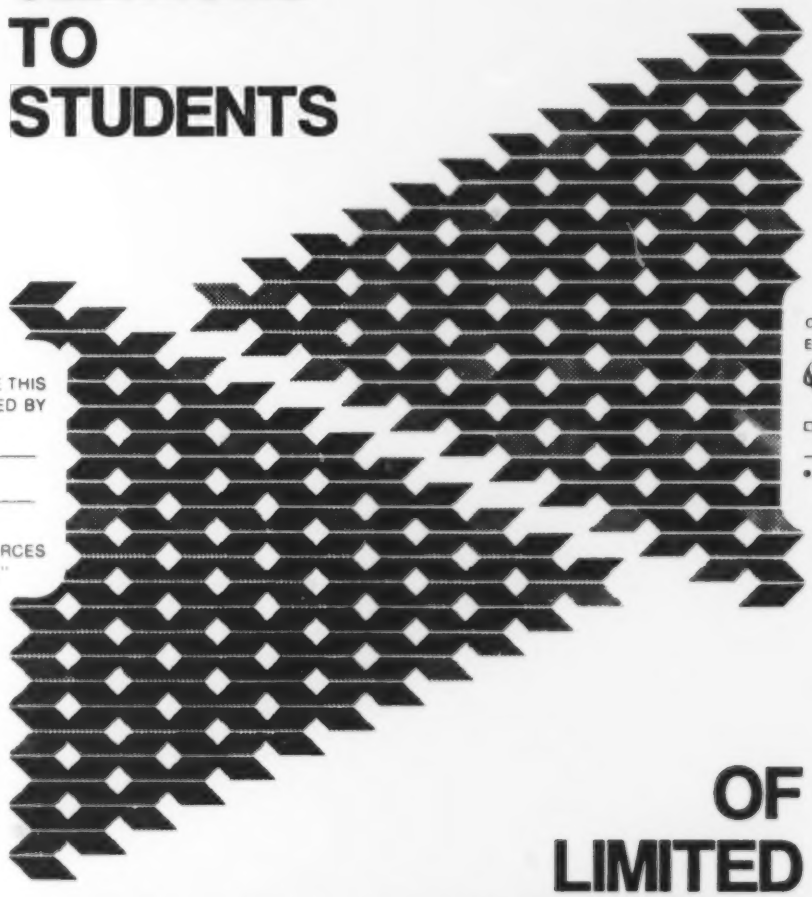
GUIDELINES FOR COORDINATION OF SPECIAL PROGRAM SERVICES TO STUDENTS OF LIMITED ENGLISH PROFICIENCY



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ILLINOIS STATE BOARD OF EDUCATION

100 North First Street • Springfield, Illinois 62777-0001

Michael W. Skarr
Chairperson

Robert Leininger
State Superintendent

July 1993

Dear Educator:

The purpose of this letter is to provide you a copy of the Illinois State Board of Education's "Guidelines for Coordination of Special Program Services to Students of Limited English Proficiency." These guidelines have been developed pursuant to the Board's adoption of recommendations from the 1992 external evaluation of the Illinois Bilingual Education Program.

A key recommendation in the 1992 external evaluation was to develop guidelines that would help overcome the current pattern of inconsistent offerings of services to students enrolled in bilingual education programs. A task force composed of agency representatives from all appropriate program areas was charged with the responsibility to develop guidelines addressing the need to coordinate program services. These guidelines are the product of the efforts by the task force.

We believe that these guidelines will assist local education agencies in extending appropriate services to students of limited English proficiency. If you have questions, please contact John Perkins, Manager of Evaluation, at 217/782-3950.

Sincerely,

Robert Leininger
State Superintendent of Education

An Equal Opportunity/Affirmative Action Employer

Guidelines for Coordination of Special Program Services to Students of Limited English Proficiency

July 1993

Illinois State Board of Education

Michael W. Skarr
Chairperson

Robert Leininger
State Superintendent of Education

GUIDELINES FOR

Coordination of Special Program Services to Students of Limited English Proficiency

The state of Illinois has long recognized the need to provide special instructional services to students who come from homes where a language other than English is spoken and who are limited in their English-language proficiency. Depending on the enrollment of limited-English-proficient (LEP) students in any one attendance center, they are served either by Transitional Bilingual Education programs (TBE) or Transitional Programs of Instruction (TPI).

Both of these programs are designed to help students of limited English proficiency learn English sufficiently well to be able to do classroom work and to do so without falling behind academically in schoolwork. This is to be done within three years or until students achieve the established English proficiency criteria. While all bilingual program students receive instruction in English as a second language, content area instruction may be provided in the native language in TBE programs and usually in English with some native language help as needed in TPI programs.

Bilingual programs provide vital services for LEP students, but may not be able to meet all their educational needs. Both TBE and TPI programs must be coordinated with the general educational program and with other special programs within the school to ensure that LEP students achieve the same student outcomes as expected of mainstream students. All students must have access on an equal basis to all services designed to address student needs as they relate to achieving local- and state-level educational goals. We hope that these guidelines will clarify eligibility criteria and provide examples for coordination of multiple services and programs which will improve the education of limited-English-proficient students.

CONTENTS

- Illinois State Board of Education Vision Statement, Mission Statement, and Goals 1
- Guidelines for Integration and Coordination with Chapter 1 of Title 1 of the Elementary and Secondary Education Act of 1965, As Amended 2
- Guidelines for Integration and Coordination with Gifted Education Services 4
- Guidelines for Integration and Coordination with Special Education Services 7
- Guidelines for Coordination of Vocational Education Programs for Students of Limited English Proficiency 11
- Guidelines for the Integration and Coordination with the Illinois Prekindergarten At-Risk Program 17
- Questions and Answers Regarding the Coordination of Services to LEP Students 20

WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

Printed by the authority of the State of Illinois.

Integration and Coordination with Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, As Amended

The Chapter 1 program provides financial assistance through state education agencies to local education agencies to meet the special educational needs of educationally deprived children in school attendance areas with high concentrations of children from low-income families and of children in local institutions for neglected or delinquent children. This assistance is to improve the educational opportunities of educationally deprived children by helping these children succeed in regular classroom education, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

A local education agency (LEA) that receives Chapter 1 funds shall annually assess educational needs and select for services those educationally deprived students who have the greatest need for special assistance.

Provisions of the federal regulations governing the Chapter 1 program (34 CFR Part 200, Subpart D, Section 200.31 *How does an LEA identify and select children to participate?)* that apply to the participation of LEP students are shown below:

200.31 (b) (3) Establish education-related objective criteria, which includes written or oral testing instruments, for each grade level and instructional area to select educationally deprived children for participation in the Chapter 1 project.

200.31 (b) (4) Uniformly apply the criteria required in paragraph (b) (3) of the section to the particular grade levels throughout the LEA.

200.31 (b) (5) Select for services those educationally deprived children who have the greatest need for special assistance.

In selecting LEP children to participate in Chapter 1, an LEA shall identify as eligible and serve children:

- with needs stemming from educational deprivation and not needs related solely to limited English proficiency, and
- selected on the same basis as other children identified as eligible and selected for services.

In order to determine whether limited-English-proficient students should be placed into a Chapter 1 program, an LEA must establish an identification and selection process that neither excludes nor targets LEP students for Chapter 1 services based solely on their degree of English language proficiency.

In identifying and selecting LEP children for participation in the Chapter 1 program, an LEA shall use a composite measure including information on educational history, test scores or informal assessment, and teacher judgment. Data elements for a composite measure to assess the educational needs of LEP students shall include at least one element of information from each of the three following categories:

Educational History

- Years of schooling compared to other students of the same age
- Low grades in basic skills subjects on past report cards
- Results of parent interviews on student's educational history

Test Scores and Informal Assessments

- English-language skills compared to other LEP students in U.S. schools for similar duration
- Scores on primary language achievement tests
- Rating of student's primary-language skills based on primary-language interview or writing sample
- Rating of student's skills in math computation and concepts based on criterion-referenced tests given with primary language support

Teacher Judgment

- Regular classroom teacher's rating of students needs
- ESL/Bilingual education teacher's rating of student need

Gifted and Talented Children

"Gifted children" and "talented children" for the purpose of Article 14A means children whose mental development is accelerated beyond the average who have demonstrated a specific aptitude or talent and can profit from specially planned educational services to the extent they need them. The term includes children with exceptional ability in academic subjects, high-level thought processes, divergent thinking, creativity, and the arts. In recognition of the need to have appropriate services and programs available to gifted children, the State Board of Education shall support a statewide program of early identification of gifted children. Eligibility for participation in programs established pursuant to this Article shall be determined solely through identification of a child as gifted or talented; no program shall condition participation upon race, religion, sex, handicap or any factor other than the student's identification as gifted or talented.

Gifted — The process for identifying children as gifted and talented shall be determined by the LEA and shall meet the following standards:

- It must be applied to all students in the LEA population.
- It must establish, make public, and apply criteria for selecting a child from the LEA's student population for differentiated instructional programs or services.
- It must uniformly apply any criteria for selection to every child in the LEA population for whom they are applicable (e.g., according to grade level, academic area, area of talent, and educational program).
- It must describe specific means used for student identification and make use of both objective measures and professional judgment such as those enumerated in subsections (A) and (B), respectively

A. Objective measures
   Specific subject-matter tests
   Achievement test sub-scores
   Creativity tests
   Pictorial, nonverbal, or abstract reasoning tests
   Individual intelligence tests
   Group verbal intelligence or mental ability tests

B. Professional judgement of a teacher or specialist, e.g., counselor, psychological
Past school performance
Evidence of accomplishment or ability
Portfolio, audition, or other information

Characteristics of Gifted Children among Limited-English-Proficient Populations

A. Characteristics of Gifted LEP Students

1. Rapidly acquire English language skills once exposed to language and given opportunity to use expressively.

2. Exhibit leadership ability and emphasis on interpersonal skills.

3. Have older playmates and easily engage adults in lively conversation.

4. Enjoy intelligent (or effective) risk-taking behavior, often accompanied by a sense of drama.

5. Are able to keep busy and entertained, e.g., imaginative games and ingenious applications, such as getting the most out of a few simple toys and objects.

6. Accept responsibilities at home normally reserved for older children, e.g., supervision of younger siblings, helping others with homework.

7. Are "street wise" and recognized by others as possessing ability to "make it" in the Anglo-dominant society.

8. Exhibit characteristics which are defined by the students' native culture as fulfilling the definitions of "gifted children" and "talented children" described above.

B. Traits of Disadvantaged Achievers

1. Identity — strong sense of self, pride, and worth.

2. Alienation — degree of detachment from confines of immediate environment.

3. Freedom from conditioning — freedom from thinking and acting that produce sense of guilt, inferiority or limited perspective.

4. Physical removal — ability to break dependency ties with social norm pressures.

5. Luck — ability to benefit from occurrences which help them find constructive outlets and relationships.

6. Supportive, inspiring relationships — receive assistance from special people who believe in them, guide them, and stand for a new set of standards.

7. Identification models — identify with "folk heroes" or people who symbolize identities other than disadvantaged.

8. Questioning orientation — at critical points in formative years, ask "Who am I?" or "Where am I going?"

9. Awareness of alternative paths.

10. New perception of self — see self as having potential.

11. Existential crisis.

12. Risk-taking capacity — willingness to endure anxiety, suspense, disappointment and humiliation of experimenting with new behavior.

13. Channeling of rage — direct rage of being disadvantaged into strategic actions for improving status.

14. Rewards for change — receive support and acceptance for new behavior and identity from key individual, new peer groups, or internalized images.

The School Code, Section 14-1.02 - Handicapped Children

"Handicapped children" means children between the ages of 3 and 21 for whom it is determined, through definitions and procedures described in Illinois Rules and Regulations to Govern the Organization and Administration of Special Education, that special education services are needed. An individualized education program must be written and agreed upon by appropriate school personnel and parents or their representatives for any child receiving special education.

23 Illinois Administrative Code 226.40

The local school district shall be responsible for ensuring that those children who require special education services enjoy rights and privileges equal to those of all other children.

23 Illinois Administrative Code 226.532

Before a child is given a case study evaluation, the local school district shall be responsible for determining the child's language use pattern, mode of communication, and cultural background.

a) Determination of the child's language use pattern and cultural background shall be made by determining the language(s) spoken in the child's home and the language used most comfortably and frequently by the child.
b) Determination of the child's mode of communication shall be made by assessing the extent to which the child uses expressive language and the use he or she makes of other modes of communication (e.g., gestures, signing, unstructured sounds) as a substitute for expressive language.
c) The child's language use pattern, proficiency in English, mode of communication and cultural background shall be noted in the child's temporary student records."

Illinois State Board of Education defines the terms language-use pattern, and cultural background in the 23 Illinois Administrative Code, Section 226.532, and in the Administrative Bulletin #14, 1985.

The term "language use pattern" refers to:

1. "The languages spoken in the child's home and language(s) used most comfortably and frequently by the child."
2. "The language or combination of languages which the child uses to conceptualize and communicate those conceptualizations."

The concept "cultural background" refers to:

1. "The customs and values in which the child is reared and which he or she has learned." (23 Administrative Code, Section 226.532, Administrative Bulletin #14, 1985).

23 Illinois Administrative Code 226.40

Each case study evaluation shall be conducted so as to assure it is linguistically, culturally, racially, and sexually nondiscriminatory.

Any LEP student that has an ongoing academic or behavior problem identified by a parent, a teacher or other educator may be eligible for special education services. In order to enhance the quality of services to these students, the Illinois State Board of Education has developed the *Recommended Practices in the Identification, Assessment, and Provision of Special Education for Culturally and Linguistically Diverse Students*. This publication presents the regulations governing special education programs along with detailed technical guidance.

The following overview highlights the critical decisions that need to be made in extending special education services, along with references to steps that need to be taken when making these decisions regarding LEP students.

1) Identification of Ongoing Academic or Behavior Problems

An educational evaluation of the child's learning processes and level of achievement is one of the components required in Title 23 of the Illinois Administrative Code, Section 226.535. Practices for determining levels of achievement and learning processes of language-minority special needs students should include measures of the following:

- language proficiency,
- cultural background,
- experiential factors,
- formal education,
- learning styles.

Academic assessment should focus on the following areas:

- language skills — receptive and expressive,
- thinking skills,
- interpersonal and interpersonal skills,
- motor skills,
- academic skills.

Suggested Materials

The following list represents some of the tests or materials that are commonly used with limited-English-proficient school-age children (ages 5-18). This list is not exhaustive and is not adequate for all persons of bilingual background. It is given as an illustration of what kinds of test formats are more desirable for limited-English special needs students.

- Brigance Assessment of Basic Skills (Spanish and English)
- Woodcock Johnson Psycho-Educational Battery (English and Spanish)
- Peabody Picture Vocabulary Test (English and Spanish)
- Pruebas de Expression Oral y Percepcion de la Lengua Espanola (PEOPLE) (Spanish)
- Language Assessment Scales (LAS) (English and Spanish)
- Learning Potential Assessment Device
- Cartoon Conversation Scale (English and Spanish)
- Piagetian Interviews for Pre-operational, Concrete and Formal Stages of Reasoning
- Columbia Mental Maturity Scale
- Motor-Free Test of Visual Perception
- Developmental Test of Visual Motor Integration
- Durrell Analysis of Reading Difficulty
- Primary Self-Concept Inventory (English and Spanish)
- Informal Assessment of Written Language
- Informal Assessment of Mathematics
- Informal Assessment of Reading

Additional assessment instruments are identified in Tables 1-7, pages 131-139 of the Recommended Practices Manual.

2) Consultative/Collaborative Meetings(s)

Meetings must include personnel with competencies and knowledge of the educational needs of LEP students and of the services (TBE/TPI, Migrant, Chapter 1, etc.) appropriate to address those needs.

3) Discussion of Interventions

Discussion includes student's learning style (including those related to language and culture), teacher's teaching style, and results of diagnostic testing.

4) Formulation of Intervention Plan

The intervention plan that is formulated may include Bilingual/ESL services, Migrant Education, Chapter 1, cross-cultural counseling, and other services in addition to regular classroom interventions and curriculum adaptations.

5) Case Study Evaluation

Nondiscriminatory assessment practices need to be ensured, including the evaluation by personnel with demonstrated competencies and knowledge of the language and culture of the student.

6) Multidisciplinary Conference

Required participants include native language evaluators as well as personnel knowledgeable of district's instructional services for LEP students. Multidisciplinary conference findings include levels of language proficiency in native language and in English.

7) Development of the IEP

IEP considerations will include language of instruction, specify instructional methods for linguistic needs, and identify service providers.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Public Law 101-392 (hereafter referred to as the Perkins Act), authorizes and provides financial assistance to states for vocational-technical education programs and leadership activities. The purpose of this Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population.

Reauthorization has brought about many changes from the previous Carl D. Perkins Vocational and Technical Education Act. Among them are methods of allocating funds, an increased emphasis on special populations, removal of set-asides, outcome-based evaluation, emphasis on the integration of academic and vocational-technical education, and targeting (limiting) programs and/or sites where funds may be expended. Priority must be given to targeting programs and/or sites with high concentrations of special populations students. Reference is made to targeted programs and should be understood to include the ability of target sites within multi-attendance center districts or selected sites within a regional system.

The new Perkins Act stipulates that basic grant funds must be used to provide vocational-technical education in programs that:

- are of such size, scope, and quality as to be effective;
- integrate academic and vocational-technical education through coherent sequences of courses so that students achieve both academic and occupational competencies; and
- provide equitable participation in such programs for special populations consistent with the assurances and requirements in Section 118 of the Act.

Targeted programs with high concentrations of special populations students are a priority in the Perkins Act. Once programs are targeted, special populations students in those programs must be provided the supplementary services needed for success.

Student Identification

According to the Perkins Act, special populations students include individuals with disabilities, disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals in correctional institutions, and nontraditional students. A student is nontraditional if 25 percent or less of the other enrollees in the vocational-technical education program are of the same gender and the student is a member of that gender (e.g., a female student in construction technology or a male student in nursing). This document addresses all special populations; however, modifications may be necessary to meet the needs of individuals in correctional institutions.

Classification of special populations students is based upon current lack of success in a vocational-technical education program or reasonable documentation that the student will not be able to succeed without supplementary services. The identification of students with disabilities and those who are academically and/or economically disadvantaged, limited-English- proficient, incarcerated, or nontraditional enrollees is a crucial step in a comprehensive system of support services.

Identification of students as members of special populations is required in both targeted and non-targeted programs. To identify students is non-targeted programs, using data readily available such as remedial class lists, special education lists, and economic need-based lists (e.g., free/reduced lunch list, Aid to Families with Dependent Children list, Job Training Partnership Act eligibility list) is recommended.

In targeted programs, a more comprehensive identification system is necessary. For targeted programs, it is recommended that information such as assessment data, grades, teacher referrals, remedial class lists, and lists of economically disadvantaged students, as well as other appropriate information, be used for student identification. Some students may meet multiple criteria and should be so identified for reporting purposes.

Students with Limited English Proficiency

A limited-English-proficient student enrolled in an approved vocational-technical education program is identified as an individual who

- was not born in the United States or whose native language is a language other than English,

- comes from an environment where a language other than English is dominant or

- is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on the level of English-language proficiency and

- by reason thereof, has sufficient difficulty speaking, reading, writing or understanding the English language as to deny such individual the opportunity to learn successfully in a classroom where the language of instruction is English or to participate fully in our society.

Equitable Participation: Required Activities for all Vocational-Technical Education Programs

The Perkins Act and Illinois initiatives require that local education agencies provide equitable participation for members of special populations in vocational-technical education programs. Equitable participation means providing members of special populations with an opportunity to enter vocational-technical education that is equal to that for the general student population.

Additionally, vocational-technical education planning for individuals with disabilities should be coordinated by appropriate representatives of special education, vocational-technical education, and rehabilitation services. Representatives of service providers such as bilingual education and Job Training Partnership Act (JTPA) should collaborate when planning educational programs with students in other special populations categories.

Within the Perkins Act, some activities are required for all vocational-technical education programs and some for only targeted programs. Activities which must be completed for all programs include 1) recruitment, enrollment and placement; 2) provision of information; and 3) participatory planning. Information concerning the activities which are required for all programs follows.

Recruitment, Enrollment and Placement

Recruitment, enrollment and placement activities must provide equal access for all students, including those with disabilities, disadvantages or limited English proficiency and nontraditional enrollees. Equal access to vocational-technical education programs is exhibited when:

- vocational class enrollment has approximately the same make-up, by ethnic background, disadvantage, disability and gender as the enrollment of the total student body;

- members of special populations have equal access to programs which are over-enrolled; (Where the number of students requesting a special program is greater than the program can serve, the class enrollment figures and the waiting list figures should show approximately the same proportions of members of special populations.)

- entry requirements do not adversely affect access for members of special populations to vocational-technical education programs; (Entry requirements and/or admission criteria must be tied to job requirements in the community instead of past attendance, academic achievement, or English proficiency.) and

- special population students are enrolled in all types of vocational-technical education programs including occupational specific courses, cooperative education, internships, and Tech Prep programs.

Outreach and recruitment provide a tremendous opportunity to market vocational-technical education and should be priority activities to promote equitable participation for members of each special populations category. The Perkins Act places special emphasis on outreach to, and recruitment of, special populations students into quality vocational-technical education programs. Before appropriate outreach and recruitment activities can occur, it is necessary to gather baseline data for individual groups of special populations within the community served. For example, if a large limited-English-proficient population exists in the community, but few are represented in vocational-technical education, outreach and recruitment should be a priority activity for this population.

Full Participation: Required Activities for Targeted Vocational-Technical Education Programs

All eligible recipients must ensure the full participation of members of special populations in targeted programs by providing supplementary services and other activities necessary for the student to succeed in vocational-technical education courses. These include assessment of special needs, the delivery of supplementary services, guidance and counseling, and transition.

REQUIRED SERVICES AND ACTIVITIES FOR TARGETED AND NON-TARGETED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

	Targeted	Non-Targeted
EQUITABLE PARTICIPATION		
▪ Enrollment, Recruitment, and Placement (Includes Outreach and Recruitment)	X	X
▪ Provision of Information	X	X
▪ Participatory Planning	X	X
FULL PARTICIPATION		
▪ Assessment of Special Needs	X	
▪ Supplementary Services	X	
▪ Guidance and Counseling	X	
▪ Transition	X	
MONITORING	X	X

Introducing Wong Lei

Following a Student Through the System

Below is an illustration of several services that Wong Lei, a special populations student, ideally would receive in keeping with the intent of this document. Although the services listed address the needs of a limited-English-proficient student, with a few adjustments, this list is appropriate for any student with special needs.

Wong Lei has been assessed for his interest and basic skills and identified as a limited-English-proficient student.

He receives information regarding vocational-technical programs in an easily understandable format and enrolls in high school.

Through outreach and recruitment activities, he chooses a targeted quality vocational-technical education program and is guided to enroll based upon assessment information. This program promises good employment opportunities and job placement possibilities.

Wong Lei receives services within the classroom such as assessment of his special needs, VESL and ESL tutoring, academic tutoring, integrated academic and vocational-technical education instruction, special instructional materials, assistance from a classroom aide, and mentoring.

Wong Lei uses the guidance services for his individual career planning.

As a transition activity, Wong Lei attends a job fair with classmates.

As he moves from school to a job, Wong Lei attends a group offering transition support.

Wong Lei returns a completed job placement follow-up questionnaire to the special populations coordinator and requests resources on further training.

Summary

Students are the focus of this document. Outlined in it are the ISBE Goals and the DAVTE's State Plan Initiatives as they potentially impact programming for special populations students. Portions of the Carl D. Perkins Vocational and Applied Technology Education Act and other relevant federal legislation providing for services to special populations students are delineated. These pave the way for the listing of criteria by which students should be identified for service eligibility.

All students in vocational-technical education programs benefit from equitable participation activities such as recruitment, enrollment, placement, the provision of information, and the participatory planning described. However, the following full participation activities are required for special populations students in targeted programs: assessment of special needs, supplementary services, guidance and counseling, and transition. Monitoring and accountability priorities are listed and treated as integral parts of all program and student services.

The State Board of Education shall implement and administer a grant program under the provisions of this subsection which shall consist of grants to public school districts to conduct preschool educational programs for children ages 3 to 5 which include a parent education component. A public school district which receives grants under this subsection may subcontract with a private school, not-for-profit corporation or other governmental agency to conduct a preschool educational program.

The School Code, Section 2-3.71 Grant for Preschool Educational Programs

The State Board of Education shall provide the primary source of funding through appropriations for this program. Except as otherwise provided in subsection (b), such funds shall be distributed for the benefit of children who because of their home and community environment are subject to such language, cultural, economic and like disadvantages that they have been determined as a result of screening procedures to be at risk of academic failure. Such screening procedures shall be based on criteria established by the State Board of Education.

Each applicant for a prekindergarten grant shall provide a statement of need describing the process used to determine the need based on demographic data and descriptive information regarding the community in which the children reside. Such information about the community may include, but need not be limited to, educational level of parents; employment conditions; birth trauma; low birth weight or prematurity; the community's dropout, truancy and teenage pregnancy rates; number of limited-English-speaking families, rates of poverty, child abuse and neglect; and information regarding drug/alcohol abuse.

Applicants shall include estimates of the total number of age-eligible children (i.e., ages 3 to kindergarten enrollment age) at risk in the proposed service area and the number of such children previously enrolled in state and federally funded birth-through-age-2 early prevention/intervention programs who are now age-eligible for the prekindergarten at-risk program.

If other services available to the same population are in operation in the school district (e.g., Chapter 1, Bilingual, English as a Second Language programs) or in the community (e.g., Head Start, child-care programs), then applicants shall describe the procedures to be used to work with those programs for recruitment, and screening of children for program delivery.

The prekindergarten at-risk programs shall serve those children who are ages 3 to kindergarten enrollment age and are considered to be at risk of academic failure. Applicants shall indicate the staff/child ratio for each classroom. It shall not exceed a ratio of one adult to 10 children, and no more than 20 children shall be served in each classroom. Applicants may adopt or adapt a comprehensive screening procedure from an existing program, using the list of suggested screening programs contained in the RFP, or develop their own comprehensive screening procedures. If applicants adopt an existing comprehensive screening procedure or develop their own procedures, then they shall demonstrate that the instruments used are valid and reliable, citing the source(s) of evidence used (e.g., publisher's assurance, assurance of district personnel who have matched the assessment approach with empirical data and results).

All comprehensive screening procedures shall indicate the specific procedures that will be used to screen children and to determine their need for educational services. The proposed comprehensive screening procedures shall include the areas listed in subsection (B) of this section and shall assess each child's development in relation to the criteria established for them. Comprehensive screening procedures shall include at least the following components:

- Written parental permission for screening, as required by Section 2-3.71(a) of the School Code;

- Parent interview (to be conducted in the parents' home language, if necessary), including a summary of the child's health history and social development;

- Vision and hearing screening, in accordance with 77 Illinois Administrative Code 685 (Vision Screening) and Illinois Administrative Code 675 (Hearing Screening);

- Screening instruments/activities related to each of the applicant's criteria;

- Provision for the inclusion of prekindergarten at-risk program teaching staff in the screening process. Results of the screening shall be made available to the teaching staff.

Applicants shall indicate and define the criteria by which students will be determined to be at risk of academic failure. These criteria shall address at least the following areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.

Each child to be enrolled in the prekindergarten at-risk program shall submit documentation of health examination and immunization in accordance with Section 27-8.1 of the School Code and 23 Illinois Administrative Code 625 (Health Examinations and Immunizations).

A proposed educational program shall not be approved for funding unless the screening requirements have been met. Each applicant's proposal shall include the following in relation to the educational program:

A. A description of how the proposed educational program, which may be classroom- and/or home-based, is developmentally appropriate for each child. That description will be accepted based on evidence in the proposal that the results of the individualized assessment profile for each child will be the basis for determining that child's educational program.

B. A description of the curriculum, which shall include:

   - Integrated learning and related experiences that address the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social. Applicants shall describe how these domains of development shall be incorporated into the program components to ensure effective service delivery and program administration.

   - Each proposal shall describe the language and literacy development program to be implemented for all children. This program will be based on each child's individual assessment.

QUESTIONS AND and Answers Regarding the Coordination of Services to LEP Students

1 What steps should be taken to assure that LEP students are receiving equal consideration for other services such as Chapter 1, Gifted, Special Education, etc.?

ANSWER

Each program should have a set of clearly specified procedures that are applied on a uniform basis throughout the district. At a minimum, these program procedures should clearly address each specific decision point in the process of extending program services, beginning with the identification of eligible students and continuing through the process to the point of monitoring and evaluating the effectiveness of the services that were provided. The decision points must clearly address how LEP students are to be considered for services and must address special steps that will be taken to address issues relating to language and cultural diversity in determining the eligibility for and extension of program services.

2 What are the basic responsibilities of a school district with regard to the TBE and TPI programs for LEP students?

ANSWER

An LEA is required to extend either a Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI) if ***any*** LEP students are identified in the district's annual Public School Bilingual Census. A TBE program must be provided whenever there are 20 or more LEP students in an attendance center who share a common native language. A TPI program may be provided in lieu of a TBE program whenever there are fewer than 20 LEP students of a common native language at an attendance center. Consequently, if one or more LEP students are identified within the district, the district is ***required by law*** to extend bilingual education services.

3 How can an LEA determine when it *must* extend Chapter 1 services to LEP students?

ANSWER Whenever the LEA's identification and selection process identifies LEP students as eligible for Chapter 1 services, then Chapter 1 services must be offered to those LEP students. Although a variety of models may be used for selecting Chapter 1 students, they must be used in a way that neither targets nor excludes LEP students from Chapter 1.

4 Our district has usually had a low incidence of LEP students and has sought to serve these students through either our Special Education program or our Chapter 1 program. Is this practice appropriate?

ANSWER This is not an appropriate practice because the Chapter 1 program selection criteria explicitly excludes LEP students. As discussed in the response to question #3 above, the selection process must not exclude or target LEP students, even if other program services (like Special Education), are offered in lieu of Chapter 1.

5 In our district, TBE and TPI programs are extended to LEP students until they attain grade-level proficiency in English. Once grade-level proficiency in English is attained, we then seek to remediate any remaining educational deprivation of these students in our Chapter 1 program. Is this an appropriate practice?

ANSWER This is not an appropriate practice. In this particular case, LEP students are excluded from Chapter 1 because they are receiving services under a TBE or TPI program. Again, referring to the response to question #3 above, the selection process for Chapter 1 must neither target nor exclude LEP students from Chapter 1.

6 What are the critical decision junctures in the special education referral process that require parental involvement and/or consent, and what steps must be taken to assure that parents of LEP students are appropriately involved?

ANSWER In general, the major critical decision junctures are:

1) initial identification of problems,
2) discussion of interventions,
3) the case study evaluation,
4) multidisciplinary conference,
5) the development of the IEP, and
6) the annual review.

Appropriate procedures and technical guidance for the involvement of parents of LEP students in special education are found in the ISBE's *Recommended Practices in the Identification, Assessment, and Provision of Special Education for Culturally and Linguistically Diverse Students.*

7 Are there tests or measures that can be applied to determine if LEP students are either under-identified or over-identified for services under any given program?

ANSWER A simple "rule-of-thumb" that might be used would involve developing an expected rate of participation of LEP students in a given program. For example, it would be reasonable to expect the participation rates for LEP students in Gifted and Special Education to be the same as for all other students. With Chapter 1 programs, it is reasonable to expect the percentage of Chapter 1 eligible LEP students to be the same as the percentage of LEP students that are low income. Any substantial difference between expected and actual rates of participation should be address in terms of the procedures discussed under Question #1 above.

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